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AUTHOR Easterday, Joseph R.; Sitlington, Patricia L.
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ABSTRACT

The purpose of Project COMPETE is to use previous research and exemplary practices to develop and validate a model and training sequence to assist retarded youth to make the transition from school to employment in the most competitive environment possible. Described in this project working paper is a system of analyzing community work environments to provide a profile of employment opportunities crucial to the initial and continued competitive employment success of youths with severe handicaps. The employment survey sequence includes the following activities: (1) a general economic and labor market trend analysis of the selected community; (2) direct employer screening and interviewing; (3) an intermediate job analysis of possible jobs; and (4) a critical functions analysis of a targeted job. The employment survey sequence begins at a whole community level and then systematically narrows its focus to single jobs within specific work environments. The system components are intended to be part of a dynamic and ongoing assessment and support process that does not end after the placement of client. Appendices contain an employer contact sheet, employer interview form, intermediate job analysis form, and critical function profile. (JDD)

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CONDUCTING AN ANALYSIS OF COMMUNITY WORK ENVIRONMENTS RELATIVE TO THE EMPLOYMENT OF THE SEVERELY HANDICAPPED

Joseph R. Easterday
Patricia L. Sitlington

Working Paper #85-4

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Center for Innovation in Teaching the Handicapped
Indiana University
Bloomington, Indiana

November, 1985

Project COMPETE (Community-based Model for Public School Exit and Transition to Employment) is one of 13 service demonstration projects funded to investigate secondary education and transition services for severely handicapped youth. COMPETE is a cooperative effort between the Center for Innovation in Teaching the Handicapped at Indiana University, and agencies in Columbus, Indiana: Developmental Services, Inc., and the Bartholomew County Special Services Cooperative.

The purpose of COMPETE is to develop and validate a model that applies the results of previous research and exemplary practices. Project COMPETE is developing a training sequence to assist moderately, severely, and profoundly retarded youth in making the transition from school to employment in the most competitive environment possible. COMPETE is also concentrating on establishing formal linkages between the rehabilitation center and the public school system in order to ensure a totally integrated continuum of preparation for youth from secondary through post-secondary levels.

The attached working paper is one product of this project. For more information on Project COMPETE please contact any of the project staff listed below.

PROJECT COMPETE STAFF

Principal Investigators: Patricia L. Sitlington, Ph.D.
Richard B. Dever, Ph.D.

Research Associate: Joseph R. Easterday

Center for Innovation in Teaching the Handicapped
Smith Research Center, Rm. 150
Indiana University
Bloomington, IN, 47405
(812) 335-5849

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Preface

This paper is one of a series dealing with conducting an analysis of community work environments relative to the employment of the severely handicapped. This working paper describes a system of analyzing community work environments ranging from a general labor market analysis of an entire community through an analysis of critical functions for a specific job. The data generated by this system are intended to provide a systematic profile of employment environments crucial to the initial and continued competitive employment success of those classified as severely handicapped, i.e., moderately, severely, or profoundly retarded.

Two other working papers in the Project COMPETE series also relate to gathering information on employment environments. Working Paper #85-3: Conducting a Labor Market Trend Analysis: Process & Results presents a detailed description of the sources of information, types of data to be gathered, and the identification of potential occupational clusters relative to the employment of severely handicapped individuals. Working Paper #85-6: An Analysis of Employer Rankings of Incentives and Worker Traits presents the results of a systematic survey of employers related to the employment incentives that would effect their hiring of a retarded worker and the worker traits that would cause them to hire or fire any worker.

Conducting an Analysis of Community Work Environments Relative to the Employment of the Severely Handicapped

Each place of employment has its own methods of work and its own expectations of performance. Before severely handicapped workers are placed in these employment environments, it is essential that training and placement personnel be able to effectively evaluate and analyze job requirements and expectations (Wehman, 1980). In addition Rusch (1979) a argues that a serious area of concern to vocational habilitation personnel should be the validation of training efforts within a framework of employers' expectations. Central to this concern has been the concept of social validation, which consists of agreement by potential employers on the relevance of training goals and procedures (Schutz, Jostes, Rusch, & Lamson, 1980)

Rusch & Mithaug (1980) describe the three elements of survey, train, and place as the major components of a habilitative trilogy which is dependent on social validation. The authors outline a survey procedure which begins with a mailed survey. The mailed survey is then followed by a telephone survey of employers who failed to respond by mail. Both the mail and telephone survey are intended to introduce the training program and obtain information regarding interest and willingness to employ severely handicapped workers. After the mail and telephone survey, a job analysis is conducted at those agencies or firms that have expressed an interest in hiring. Information is then collected to develop an agency overview, general information on the work environment, conditions of employment, worker requirments, and a job task analysis.

Wehman (1981) presents four major factors that influence long term employability: a) the client's vocational capabilities; b) the client's independent living capabilities; c) parental attitudes and behavior; and d) the client's work environment inventory. Wehman maintains that while the assessment of job requirements in the work environment is possibly the most important aspect of employment evaluation, it is the one that is often least likely to be thoroughly conducted.

The initial step in implementing a job training placement program is a careful assessment of community job opportunities. Wehman (1981) recommends this process begin by working with agencies such as the State Employment Commission, the National Association for Retarded Citizens OJT Program, and the local Chamber of Commerce. The next step is to contact local community employers. The range of jobs identified through this process will influence the types of jobs available to the training program. Informal interviewing of employers should identify and define general behavioral and specific job skills necessary for employment with specific companies. From information gathered regarding general employment opportunities and and employer interviews, job placement personnel will be able to develop a list of general requirements that may be anticipated for initial and long-term employment success in a given community.

Project COMPETE (Community-based Model for Public School Exit and Transition to Employment) has developed a systematic procedure to identify, analyze, and inventory potential target employment environments in which severely handicapped youth might be successfully placed. This process draws upon procedures developed by Rusch and Mithaug (1980) and Wehman (1980), but also adds its own components.

Employment Survey Sequence

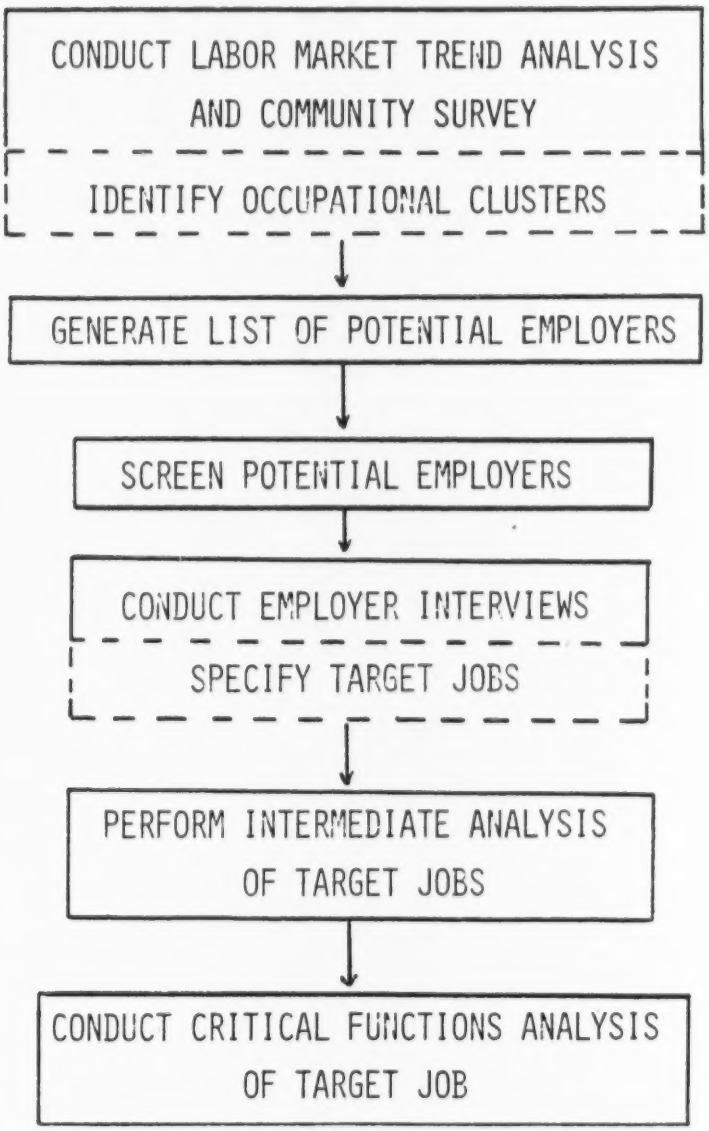
The Project COMPETE employment survey sequence includes the following activities: a) a general economic and labor market trend analysis of the selected community; b) direct employer screening and interviewing; c) an intermediate job analysis of possible jobs; and d) a critical functions analysis of a targeted job. The employment survey sequence begins at a whole community level and then systematically narrows its focus to single jobs within specific work environments. The overall survey process is presented in Figure 1. The following sections present each of the component within this sequence.

Labor Market Trend Analysis

The first stage in the employment survey process involves conducting a labor market trend analysis. This stage is covered indepth in COMPETE Working Paper #85-3, but will be discussed here because it is an integral part and initial step of the survey and analysis of employment environments. The purpose of a labor market trend analysis is to identify occupational clusters within a given community that are accessible to the population of target workers and represent an initial and continued opportunity for employment. The labor market trend analysis is not only intended to identify job categories that are currently available, but to identify occupational clusters that are likely to represent stable or expanding opportunities in the foreseeable future. Sources of information for conducting a labor market trend analysis may include: a) the State Occupational Information Coordinating Committee (SOICC); b) the State Employment Security Division publications; c) local Chamber of Commerce publications; and d) data

FIGURE 1

EMPLOYMENT SURVEY SEQUENCE


CONDUCT LABOR MARKET TREND ANALYSIS AND COMMUNITY SURVEY
IDENTIFY OCCUPATIONAL CLUSTERS
GENERATE LIST OF POTENTIAL EMPLOYERS
SCREEN POTENTIAL EMPLOYERS
CONDUCT EMPLOYER INTERVIEWS
SPECIFY TARGET JOBS
PERFORM INTERMEDIATE ANALYSIS OF TARGET JOBS
CONDUCT CRITICAL FUNCTIONS ANALYSIS OF TARGET JOB

collected by the local vocational education program. At the conclusion of a labor market trend analysis the placement specialist should be able to identify occupational clusters (e.g., food service, laundry, hotel/motel cleaning) which represent current and continued vocational opportunities.

Employer Screening and Interview

The next phase in the survey of employment environments involves screening and interviewing of employers and supervisors. A similar system of employment enviornment analysis was described by Moon, Goodall, Barcus, and Brooke (1985) and was carefully reviewed by Project COMPETE personnel prior to initiating our own survey.

Employer screening. Using a local phone book and the occupational clusters identified in the labor market trend analysis, the placement specialist can generate a list of potential target employment sites. Employers may then be contacted by phone to determine the name of a contact person responsible for hiring employees, and to set up an appointment for a personal interview. During the initial contact, the employer should be informed that the purpose of the interview is to obtain a profile of existing entry level jobs in the community that might be appropriate and available to mentally retarded workers. It is important that the placement specialist be honest and "up front" with employers about the purpose of the survey from the very beginning. The employer, however, does not have to make any commitment at this time. If the employer agrees to a personal interview, a date and time should be set, and recorded on the Employer Contact Sheet (Appendix A).

Employer interview. The primary purposes of the employer interview are to: a) obtain general information about the business; b) determine

preferred and non-preferred worker traits from the perspective of the employers; c) gauge employer attitudes and expectations toward hiring mentally retarded workers; d) identify specific job oppurtunities; and e) introduce in more detail the goals and objectives of the project. Information gathered during the personal interview should be recorded on the Employer Interview form (Appendix B).

On page two of the Employer Interview form, the employer is asked to identify worker traits that indicate a valued employee, and traits which describe an employee that should be terminated. Using the COMPETE Employer Interview form will identify positive and negative worker traits both within and across occupational clusters for a specific community. The last page of the Employer Interview form contains a list of 10 factors that may affect an employer's willingness to hire a retarded worker. As pointed out by Mithaug (1980), determination of potential hiring factors from the employers' perspective provides valuable information regarding individual employer preferences as well as the effectiveness of incentives employers as a whole.

Intermediate Job Analysis

If potential entry level jobs are identified during the interview, the placement specialist should arrange a time to conduct a more detailed analysis of specific conditions and requirements of each job. The general purpose of the Intermediate Job Analysis is to identify and describe relevant conditions and requirements of a specific job. Methods for acquiring information at the intermediate level include conducting interviews with employers, supervisors, and employees, and directly observing the task and those who currently perform it. Information acquired through the intermediate job analysis inventory serves several

practical purposes by providing: a) environmental data on an individual job; b) validation of actual job requirements for instructional programming; c) information used to screen specific jobs for access and suitability to clients; and d) data to assist in the determination of a worker-to-job match. Information should be recorded on the Intermediate Job Analysis Form: Parts I & II (Appendix C).

The intermediate job analysis yields an extensive amount of information about a specific job. The major duties are identified and arranged in an approximate work schedule. Critical skills, both vocational and non-vocational are reported. Social requirements, including communication skills, appearance, behavior acceptance, contact with co-workers and patrons are included. Work performance characteristics such as production rates, required strength and endurance, tools and machines used, quality of work, and self-initiation are examined and recorded. Other information includes estimation of down-time, variations in routine, orienting and mobility requirements , safety concerns, minimum qualifications for employment, the amount and souce of supervision, and salary and fringe benefits.

Analysis of Critical Functions

The final environmental analysis phase prior to client placement is the analysis of critical functions for the specific job. Information from this phase should be recorded on the Critical Function Profile (CFP) form (Appendix D). The purpose of the CFP is to identify the behaviors a student/client must perform in order to complete the job. The CFP can also be used to document and evaluate the ongoing acquisition of skills specific to a given job. The format for the CFP was taken from the Task Analysis Data Sheet described by Bellamy,

Horner, and Inman (1979). Note that critical function analysis is not the same as a task analysis. A task analysis details the specific sequence of steps and manner in which individuals perform tasks. An analysis of critical functions is based on the identification of "critical effects" (White, 1980). Once the routines of a job are established, it is possible to determine the critical effects or required outcomes throughout the work day. The critical effects are then analyzed to determine the critical functions or accomplishments required to generate the critical effects. An analysis of critical functions identifies the behaviors a student/client must perform in order to complete a task successfully. If a student/client can satisfactorily perform a critical function associated with the completion of a specific task, no further analysis of the skills required to accomplish that critical function is usually necessary (i.e., "If it ain't broke, don't fix it").

Each vertical column of numbers on the CFP represents an individual probe trial to assess the acquisition of critical job skills. To record a probe assessment, the job trainer observes the worker, and makes a cross mark over each number in a vertical column corresponding to an achieved critical function. Critical functions which have not been achieved receive no mark. After all critical functions have been evaluated, the job trainer counts the achieved critical functions for that probe, and circles that number in the column. The circled numbers in consecutive columns are then connected by a line. Because the critical functions are listed as they occur on the job from the bottom of the CFP form toward the top, the connecting the circled numbers forms a graph corresponding to the ongoing achievement of critical functions.

As a student/client's performance is evaluated on the CFP, some critical functions are likely to emerge as unaccomplished, indicated by horizontal rows of numbers without cross marks. These critical functions are then task analyzed using separate sheets of the CFP form. Determining which critical functions do need to be task analyzed and which do not, however, is economical of trainer time and effort.

Conclusion/Summary

This working paper presented a system of analyzing community work environments ranging from a labor market analysis (to identify target occupational clusters) through the analysis of critical functions for a specific job. The data generated by this system are intended to provide information and validated feedback critical to the initial and continued competitive employment of severely handicapped individuals. It is crucial, however, that program personnel utilizing the Project COMPETE employment survey format understand that the system components described in this working paper are part of a dynamic and on-going assessment and support process that does not end after the placement of a student/client is achieved. Solicitation of continued employer feedback, student/client assessment and support, and consequent program adjustments must be integral components of a successful vocational training and supported work program. A systematic, field-validated approach to these issues of continued student/client competitive employment training and support will be the subject of subsequent Project COMPETE working papers.

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APPENDIX A

EMPLOYER CONTACT SHEET

PROJECT COMPETE

Employer Contact Sheet*

Name of Company: _____

Address: _____

Phone: _____

Name of Initial Contact Person: _____

Title / Position: _____

Date of Contact: _____ Initiated by: _____

Method: ___ Phone ___ Visit ___ Letter

General Response: ___ Interested ___ Position Available

___ Not Interested ___ Position Not Available

___ Position Not Appropriate

Comments: _____

_____

* *

Name of Follow-up Contact Person: _____

Title / Position: _____

Date of Contact: _____ Initiated by: _____

Method: ___ Phone ___ Visit ___ Letter

General Response: ___ Interested ___ Position Available

___ Not Interested ___ Position Not Available

___ Position Not Appropriate

Comments: _____

_____

* Adapted from Job Analysis Form. (1985). In S. Moon, P. Goodall, M. Barcus, & V. Brooke (Eds.), The supported work model of competitive employment for citizens with severe handicaps: A guide for job trainers. Virginia Commonwealth University: School of Education, Rehabilitation Research and Training Center.

APPENDIX B

EMPLOYER INTERVIEW FORM

Interviewer: _____

Date: _____

PROJECT COMPETE*

Employer Interview

I. BASIC INFORMATION

1. Name of Firm: _____

   Address: _____

   _____

   Name of Person Being Interviewed: _____

   Title: _____ Phone: _____

2. What time of year is your busiest period? _____

   What time of year is your slowest period? _____

3. What is your total number of employees? busy period _____ slow period _____

   Approximately how many of these are in entry level/minimum wage jobs? _____

4. What positions in your company experience the highest turnover rates?

   _____

   _____

   What is the average length of time workers remain in each of these positions?

   _____

5. What training before employment would be most helpful to you for your entry level/minimum wage positions? _____

   _____

* Developed by Patricia L. Sitlington and Joseph R. Easterday, CITH, Indiana University, Bloomington, IN.

Name of Firm _____

II. WORKER REQUIREMENTS

1. What are the major entry level/minimum wage positions for which your firm hires?

_____ _____

_____ _____

_____ _____

_____ _____

2. We are interested in finding out what you think makes a good employee in these entry level/minimum wage positions.

   a. What makes you want to keep an employee?

   _____

   _____

   _____

   _____

   b. What makes you want to get rid of an employee?

   _____

   _____

   _____

   _____

Name of Firm _____

III. INTEREST IN WORKING WITH DISABLED

1. Has your business hired disabled workers in the past? Y___ N___

   If so, what types of disabilities did they have? _____

   _____

2. Retarded people are people who learn more slowly than others. How would each of the following factors affect your willingness to hire a retarded person? Please respond to each factor with: Definitely Affect (D); Maybe Affect (M); or Not Affect (N).

		D	M	N
a.	Positive public relations	2	1	0
b.	Subminimum wage	2	1	0
c.	High probability of regular attendance	2	1	0
d.	Tax credits	2	1	0
e.	Funded on-the-job training	2	1	0
f.	Ongoing availability of person to call for assistance	2	1	0
g.	Availability of person for on-site training	2	1	0
h.	High probability of long-term employment	2	1	0
i.	Pre-job training	2	1	0
j.	Civic responsibility	2	1	0

APPENDIX C

INTERMEDIATE JOB ANALYSIS FORM

PARTS I & II

PROJECT COMPETE*

Intermediate Job Analysis, Part I, Page 1

Name of Firm_____ Evaluator_____ Date_____

JOB TITLE_____/____ CODE_____

A. MAJOR DUTIES

_____

_____

_____

B. CRITICAL SKILLS

_____

_____

_____

C. WORK SCHEDULE P/T____ F/T____

Seasonal_____ Year Round_____

#Hrs./Day_____ #Hrs./Wk_____

Weekend___ Evening___

D. EMPLOYMENT REQUIREMENTS

Age_____ Expr._____

Educ._____ Exams_____

Other_____

E. NAME OF DIRECT SUPERVISOR

_____

F. TITLE OF DIRECT SUPERVISOR

_____

G. AM'T OF DIRECT SUPERVISION (%/Day)

_____

H. JOB TURN-OVER RATE FOR ONE YEAR

_____

I. COWORKERS

Doing Same Job_____ Same Time_____

Employees in Immediate Area_____

J. TRANSPORTATION AVAILABLE

Bus Route_____ Car Pool _____

Other_____ None_____

K. ORIENTING

Sm. Area____ Several Rooms_____

Bldg. Wide____ Bldg. & Grounds____

L. MOBILITY

Sit/Stand, Same Area_____

Ambulation Required_____

Stairs/Minor Obstacles_____

M. APPEARANCE

Grooming____ Dress____ Cleanliness___

Appearance Not Important_____

Describe_____

_____

* Developed by Joseph R. Easterday and Patricia L. Sitlington, CITH, Indiana University, Bloomington, IN.

Name of Firm_____ Job Title_____

N. MAINTENANCE OF WORK STATION

_____

_____

O. SAFETY CONCERNS

_____

_____

P. BEHAVIOR ACCEPTANCE

Wide Variety of Behavior Accepted____

Unusual Beh. Accepted if Infreq._____

Unusual Beh. Not Accepted_____

Q. MOTIVATORS AVAILABLE

Frequent_____ Intermittent_____

Infrequent_____ Describe_____

_____

R. AM'T. OF CONTACT W/OTHER COWORKERS

_____

_____

S. AM'T. OF CONTACT W/PATRONS/CUSTOMERS

_____

_____

T. COMMUNICATION REQUIREMENTS

None/Minimal____

Simple Polite Responding____

Sentences/Impaired Spch. Accpt.____

Sentences/Clear Spch. Req.____

U. SALARY/BENEFITS/VACATION

_____

_____

_____

V. COMMENTS:

PROJECT COMPETE*

Intermediate Job Analysis, Part II

Job_____ Firm_____ Evaluator_____ Date_____

Approximate Time	Major Activities
1._____	1._____
2._____	2._____
3._____	3._____
4._____	4._____
5._____	5._____
6._____	6._____
7._____	7._____
8._____	8._____
9._____	9._____
10._____	10._____

A. MACHINES/TOOLS USED

_____

_____

B. REQUIRED SPEED/PRODUCTION RATES

_____

_____

C. REQUIRED QUALITY

_____

_____

D. REQUIRFD STRENGTH/ENDURANCE

_____

_____

E. REQUIRED SELF-INITIATION

_____

_____

F. VARIATIONS IN ROUTINE

_____

_____

G. ESTIMATION OF DOWN-TIME

_____

_____

H. REQUIRED FUNCTIONAL ACADEMIC SKILLS

_____

_____

* Developed by Joseph R. Easterday and Patricia L. Sitlington, CITH, Indiana University, Bloomington, IN.

APPENDIX D

CRITICAL FUNCTION PROFILE (CFP)

EXAMPLE

Scoring Code:
/ = step done right
○ = total steps right per trial (column)
_ = step unlearned

Training Area Coca-Cola Plant
Duty Bottle Sorter
Learner Dennis E.
Supervisor Mary A.

Critical Functions	Date	10/21	10/22	10/23	10/24	10/25										
26		26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
25		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
24		24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
23		23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
22		22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
21		21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
20	Travel from work to school	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
19	Gather possessions	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
18	Clock out	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
17	Leave work area at lunch buzzer	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
16	Clean Work Area	16	16	16	16	○16	16	16	16	16	16	16	16	16	16	16
15	Repeat steps 6-10	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
14	Return to work at buzzer	14	14	○14	○14	14	14	14	14	14	14	14	14	14	14	14
13	Utilize breakroom + bathroom during break	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
12	Go to break at buzzer	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
11	Repeat sequence 6-10 throughout work periods	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
10	Stack sorted cases by brand, size, + type	10	○10	10	10	10	10	10	10	10	10	10	10	10	10	10
9	Discard defective cartons + bottles	○9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
8	Sort bottles into empty cases by brand, size, type	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7	Get empty cases	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6	Get case of unsorted bottles	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	Go to work area	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	Put away/store possessions	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	Clock in	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	Enter plant by employee entrance	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	Travel from school to work	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	Initials	MA	MA	MA	MA	MA										

Notes: